

California Writing Project

Upstanders, Not Bystanders: Lesson Planning Template
Informational & Opinion Writing About An Upstander

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Lesson Planning Template – Teresa Pitta

<p>Lesson Title: Upstanders, Not Bystanders</p>	<p>Text Type/Writing Genre: Mix of Informational & Opinion/Argument</p>	<p>Grade Level: 3-5</p>
<p>Writing Prompt (revised for your grade level) What does it mean to be an upstander? Think about someone you know who is brave enough to stand up for another person who needs support/help. This person could be someone in your family, someone from school, or even a famous person you have studied or read about in history. Describe the stand-up event and explain why this person is your choice of an upstander. Include how this upstander’s actions inspire you and what your takeaway message is.</p>		
<p>Learning Objective(s): Students will be able to name and explain the reasons used to select an upstander from their experience or their reading with reflection on the impact/importance the chosen upstander has on their life and lives of others.</p>		
<p>Common Core State Standards addressed: ELA 5 W 1, 4, 5, 6 ELA 5 SL 1, 2, 3</p> <p>ELA 5 Writing and Speaking and Listening: Many of the Writing and Speaking and Listening standards and are important sub-skills for what is reflected in this lesson. But specifically these lessons focus on #1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Rationale: Youngsters grow up orally persuading their parents and others to win their way, but orally opining is very different from developing an essay that includes reasons and details to support the opinion/argument</p>	<p>California Content Standards addressed: History/Social Studies-Grade 5 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. 5.5 Students explain the causes of the American Revolution. 5.6 Students understand the course and consequences of the American Revolution. 5.7 Students describe the people and events associated with the development of the US Constitution and analyze the Constitution’s significance as the foundation of the American republic.</p>	<p>ELD Standards addressed: Part I: Interacting in Meaningful Ways A. Collaborative B. Interpretive C. Productive Part II: Learning How English Works A. Structuring Cohesive Texts B. Expanding and Enriching Ideas C. Connecting and Condensing Ideas Part I - Interacting in Meaningful Ways - Collaborative, Interpretive, productive. Rationale: I chose this standard because my students need to experience orally the opinion/argument and have a chance to interact with others with differing opinions before we expect them to write with understanding of opposing views and awareness of audience.</p>
<p>Academic language focus: Upstanders, bystanders, courageous, character, victims, citizenship, dilemma, justice Because this writing prompt touches three different writing types here are some considerations that will help students be successful writers. In responding to the prompt some student writers may use a variety of strategies which would include (and all will need language support): Narrative: <ul style="list-style-type: none"> ▪ Focus ▪ Concrete details ▪ Vivid description ▪ Sequence of events Summary: <ul style="list-style-type: none"> ▪ Paraphrasing main ideas and significant details ▪ Sequence of development through transitions and conjunctions. Opinion/argument: <ul style="list-style-type: none"> ▪ Focus ▪ Development based on logic, ample support ▪ Evidence appropriate to topic Reflection: <ul style="list-style-type: none"> ▪ Resolution /closing connected to world larger than self. </p>	<p>Method(s) for formative assessment or checking for understanding along the way:</p> <ul style="list-style-type: none"> ▪ Journalled writing reflections about a time they were bullied or they bullied. ▪ Make a list of Upstanders you have known personally or read/studied about. Share your list with your group. Listen to others in your group. Add to your list if you hear a good idea. Next, circle the favorite Upstander on your list and tell your group who and why. Be prepared to orally share the classmate to your left’s favorite upstander and recount her/his reasons with the whole group. <p>Plan for writing assessment and feedback: Due to the mixed genre that is this prompt, I will develop a specific rubric with elements of informational and opinion/argument writing. I will introduce the rubric before they write so they are clear about the elements salient to their writing.</p>	

Reasons: details, supporting evidence, scenario	
<p>Plans for instructional sequence (Include support for steps you deem to be crucial—reading, writing, language, academic talk, revision):</p> <ol style="list-style-type: none"> 1. Journal writing reflections about a time they were bullied or they bullied 2. Take a bully poll in class. “Has a bully ever picked on you?” 3. I will model writing about an event for the class using one of the bully events shared in the follow-up discussion. The student will “talk aloud” about the incident, and I will scribe the events in front of the class, asking questions for clarification and organization. 4. Read aloud <i>The Bully</i> and give students a chance to discuss their response or to write a quick response to the story. 5. Read aloud <i>The Juice Box Bully</i> and discuss the concept of bystanders and upstanders. Ask students to discuss in small groups and then share out those they would call bystanders and upstanders from the story with support for their reasons. 6. Ask students to make a list of upstanders they have known personally or read/studied about. Bring in examples from history studies. Share lists with peer groups. Listen carefully to others in the group and add to their lists if they hear a good idea. Next, ask them to circle the favorite upstander in their list and tell their group who and why. Tell them to be prepared to orally share the upstander chosen by their classmate to their left and recount her/his reasons for the choice to the whole group. 7. To develop additional content and language: Share <i>Time for Kids</i> article on “The Bully Battle,” an article with facts and statistics about bullying as well as tips for action to take if a bully bothers you. For less prepared readers, assign student-triads different sections of the article and ask them to construct a poster that captures the main facts and details of that section. Each group presents their poster orally to the whole class. I ask for comments or questions after each poster is shared. 8. Share the custom-designed rubric with the class. Bring back class writings or texts that will work as models and have students work together to identify features in the essay that are examples from the rubric. 9. Invite students to think about an upstander in their life—home or school—or in history. Give them a chance to sketch the scenario that captures an upstanding event for this person and label their drawing with words that explain or show their opinion and the significance of their upstander’s good deed. I’ll need to make sure there is ample time for students to share their drawings, talk about them, and to listen to others. This will give them a chance to further develop their thoughts about upstanders before they are invited to write. 10. Assign the writing task about the upstander they admire, what the person did to be upstanding, as well as the impact those actions have on the student personally (and even in a larger context). 	
<p>Important instructional strategies:</p> <p>Models and modeling Discussion—whole group, small groups, triads, pairs Sketching to capture event and build vocabulary Increasing genre knowledge as readers and writers</p>	
<p>Texts needed:</p> <p>Texts to increase content knowledge:</p> <ol style="list-style-type: none"> 1. “The Bully Battle” has been captured here: http://www.factmonster.com/tfk/magazines/story/0,6277,58168,00.html (accessed January 8, 2013). 2. Time Lists. 2011. <i>Bullying: What Kids, Teens and Adults Need to Know</i> http://www.time.com/time/specials/packages/0,28757,2095385,00.html (accessed January 8, 2013). 3. <i>Read 180</i>: Stage A, Workshop, “Bullies Beware” for teachers who use the program <p>Texts to increase genre knowledge:</p> <p>The <i>Times for Kids</i> articles illustrate a blending of informational and opinion writing, but teachers must register and log-in for many of them.</p> <p>Texts to increase language knowledge (for describing the bullying and the upstanding events):</p> <ol style="list-style-type: none"> 1. Polacco, P. <i>Bully</i>. New York, NY: G.P Putnam’s Sons, 2012. 2. Sornson, B. and M. Dismondy. <i>The Juice Box Bully: Empowering Kids to Stand Up for Others</i>. New York, NY: Ferne Press, 2010. 	
<p>Additional materials needed for lesson: NA</p>	
<p>Elements of Lesson that May Need Modification</p> <p>Modeling, models, and pacing</p>	<p>Suggested Modification</p> <p>Vigilant checking in with students will determine which instructional steps and students need more support.</p>
<p>Digital support or digital extensions: Web access, at least for teacher.</p>	

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.